



# Model Lesson Plan

## Social Studies

### Grade 3 - Topic 3 - Evaluating Information Quality: Identifying Useful Information

#### Stage 1 - Desired Results

**Established Goals:**

- Students will evaluate information quality (e.g., usefulness, accuracy, fact or fiction). (GLE 3.1.2; LM 1:4.4)
- Identify and research tribal heroes, historical figures, leaders from the past and the present. These may include not just official government leaders, but also Elders revered for various types of knowledge, community leaders, etc. [GLE 3.2.3]

**Understandings:**

- We can evaluate the information we find about MT Indian heroes, tribal leaders, Elders, and historical figures. (SS GLE 3.1.2; LM 4.1.4)
- When we are looking for information we need to decide whether or not the fact we find is relevant (useful). Does it fit our questions we asked, or our topic? (SS GLE 3.1.2; LM 4.1.4)

**Essential Questions:**

- What should we do when we find a fact, in order to determine its usefulness for our research?
- What questions would be good to ask? What do we want to know?

*Students will know...*

- Relevant information about various contemporary and historic tribal leaders.

*Students will be able to...*

- Determine the usefulness of information they find as they research tribal heroes, leaders, and historical figures to write a paragraph about one person.
- Tell about the person they have researched (for example, Elders, tribal leaders, and famous historic figures from the 12 MT tribes). They can tell why they are revered.
- Keep a notebook or log of the new words they have learned.

#### Stage 2 - Assessment Evidence

**Performance Tasks:**

- Each student evaluates information quality of the materials used to research a hero, leader, or historical figure—for example, accuracy, usefulness.
- Each student writes or tells about the person they have researched.

**Other Evidence:**

#### Stage 3 - Learning Plan

**Learning Activities:**

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work. They will begin to develop a list of Elders, Historic Figures, and Contemporary Tribal Leaders; During the year, each student should research at least one person from each tribe.
- H= Teacher and students should discuss the Essential Questions. These Essential Questions will guide their research processes.
- E= Teachers and (sometimes) the Librarian guide the research activities. Students should research in order to know the who, what, when where, why about the person they are researching.
- R= Students take their own notes, and discuss what they have learned with one other student, or within a group of four students; the purpose is to learn more, and where necessary, revise their efforts, based on their understandings. A “mini-Telling” to others (before writing) helps organize thoughts for writing. Those listening need to listen carefully for the Who, What, When, Where, Why, and provide feedback that will help the writer to write a good paragraph of the person researched. This is a first good step in providing appropriate peer response.
- E= Students review their work (what they have written) and share their written paragraph with one another in small groups.
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should perform their research about Elders, famous tribal members and leaders, based on their different needs and abilities.
- O= Students will complete the activities in about two-three class periods (about 30 minutes each); this should keep student engagement and learning high.



Montana Office of Public Instruction  
Linda McCulloch, Superintendent  
In-state toll free 1-888-231-9393  
[www.opi.mt.gov/IndianEd](http://www.opi.mt.gov/IndianEd)

# Model Lesson Plan

## Social Studies

### Teacher Resources:

Teachers may also find some materials for research in the following:

- Indian Reading Series. “Levels I, II, III Teacher’s Manual” in particular [www.nwrel.org/indianed/indianreading/](http://www.nwrel.org/indianed/indianreading/) (Download free any title) Or [www.nwrel.org/nwreport/2003-09/Indian.html](http://www.nwrel.org/nwreport/2003-09/Indian.html) (Available again) Written by local Indian authors and illustrated by Indian artists from the Plains and Northwest, the series comprises 140 stories - levels K-6 for reading, but all ages can appreciate the stories. The stories and activities can also be used in the teaching of science, social studies, the arts, etc.
- Preface to Teachers’ Guide Levels I, II, III: . . . The materials were authenticated by the participating tribes and field-tested with over 1,200 Indian and non-Indian children in 93 classrooms through-out the Northwest. . . . The Teacher’s Manual reflects the thinking of the more than eighty teachers who were involved in the trial stages of the materials and who provided us with invaluable ideas [suggestions for teachers] which were incorporated into this manual.
- The “Guide” provides Background Information, Objectives, Language and Experience, “Here’s How” Program Implementation suggestions, and over 60 pages of Teaching Activities, including several for each of the following: Dramatization, Talking About, Retelling the Story, Writing Down, Making Books, and Word Study.

### Vocabulary:

- New: Accuracy of Information, Fact, Usefulness, Relevance
- Review: Fiction, Nonfiction